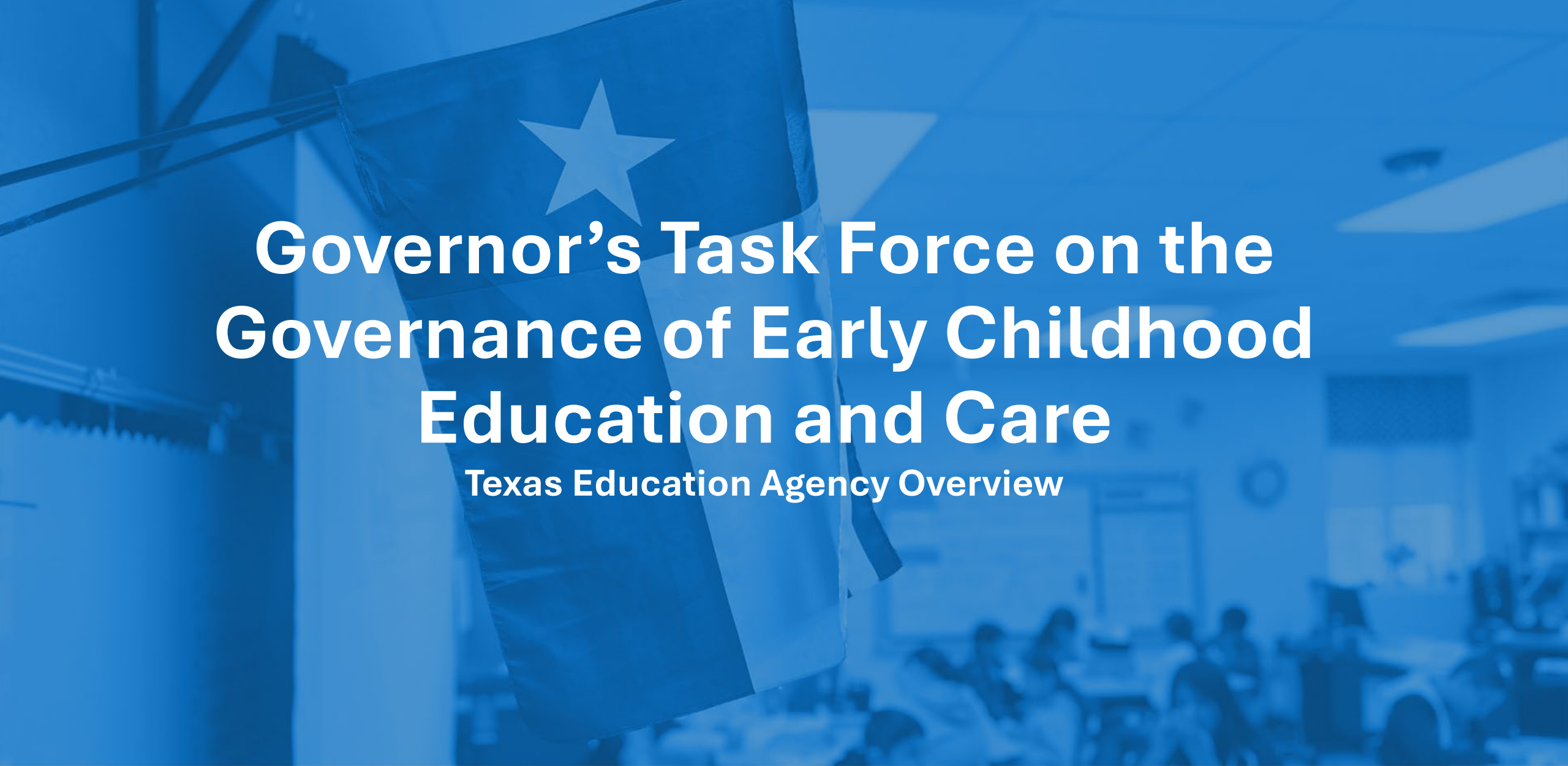


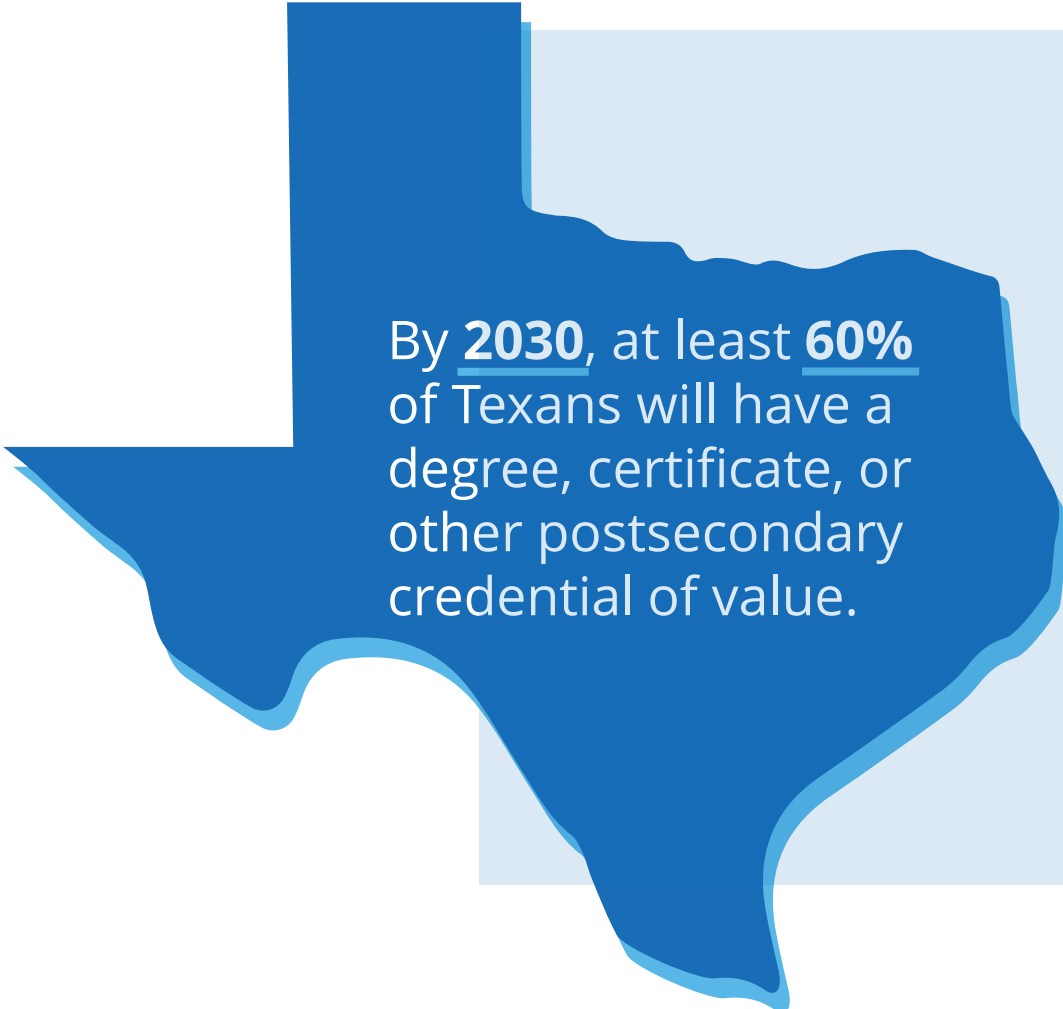


Governor's Task Force on the Governance of Early Childhood Education and Care

Texas Education Agency Overview

Mission

The Texas Education Agency will improve outcomes for all public-school students in the state by providing leadership, guidance, and support to school systems.



By **2030**, at least **60%** of Texans will have a degree, certificate, or other postsecondary credential of value.

**At K-12
Graduation**

**Every Child, Prepared
for Success in College, a
Career, or the Military**

**Post-
Secondary
Attainment**

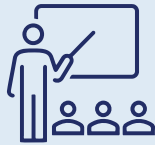
Goal: 60%

High school graduates have enlisted in the military, earned an industry certification, 2-year degree, or 4-yr degree from any institution nationally within 6 years of graduation.

TEA Strategic Plan Overview

EVERY CHILD, PREPARED FOR SUCCESS IN COLLEGE, CAREER, OR THE MILITARY

STRATEGIC PRIORITIES



Recruit, support
and retain teachers
and principals.



Build a foundation
for reading and
math.



Connect high
school to career
and college.



Improve
low-performing
schools.

KEY ACTIONS



Supported
Educators



Ready
Students



Rigorous
Engagement



Aligned
Systems



Actionable
Goal-Setting

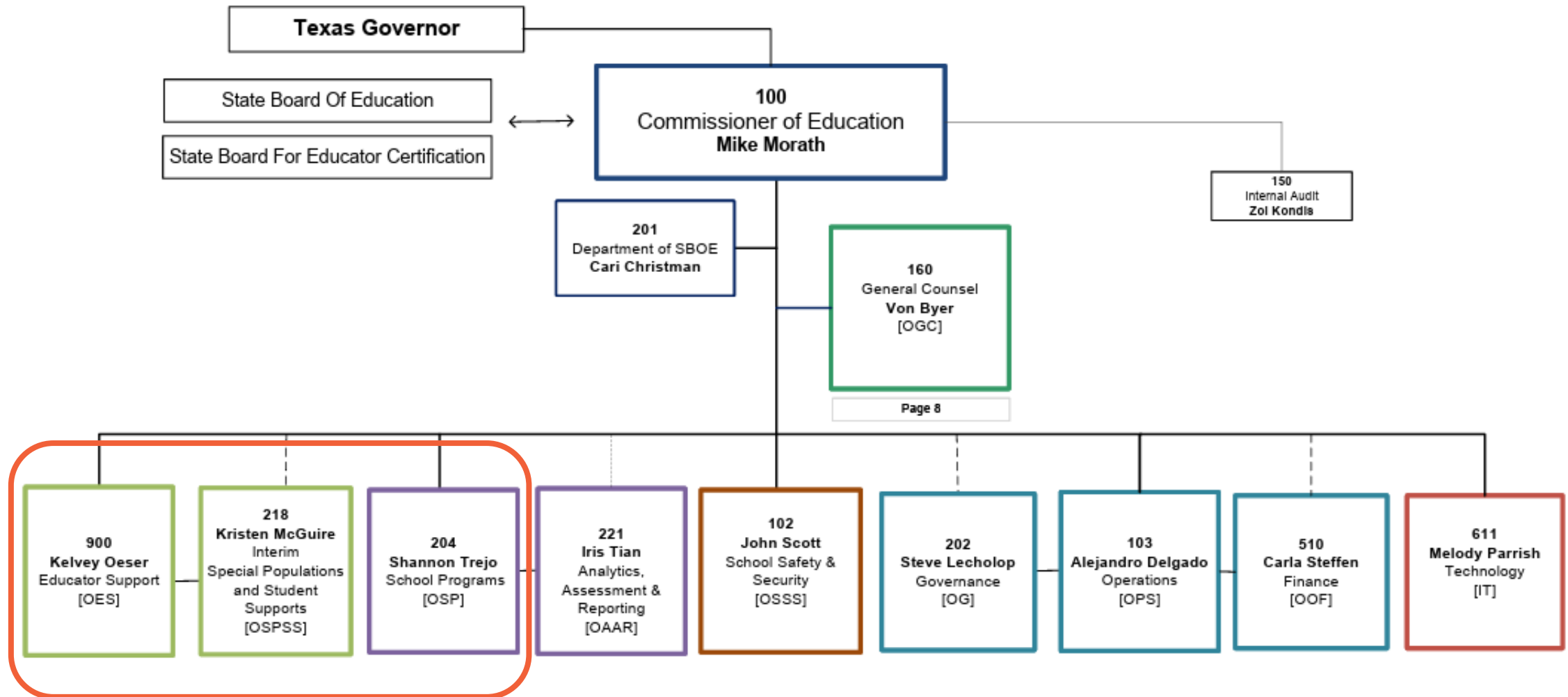


CONTINUOUS
IMPROVEMENT

TEA Strategic Initiatives by Key Action



Responsibility for four key early childhood support workstreams is distributed across three TEA offices



1. Prekindergarten Access and Enrollment

TEA supports access and enrollment of eligible three- and four-year old children in public prekindergarten classrooms. To be eligible for enrollment in a free prekindergarten class, a child must be at least three years of age on or before September 1 of the current school year (if a 3-year-old program is available) or four years of age on or before September 1 of the current school year and meet at least one of the following eligibility requirements:

- is unable to speak and comprehend the English language
- is educationally disadvantaged
- is homeless, as defined by [42 USC, §11434a](#)
- is the child of an active duty member of the armed forces of the United States
- is the child of a member of the armed forces of the United States who was injured or killed while serving on active duty
- is or has ever been in the conservatorship of the Texas Department of Family and Protective Services (foster care) or has been in foster care in another state or territory, but currently lives in Texas
- is the child of a person eligible for the Star of Texas Award
- is the child of a person employed as a classroom teacher in the school district that offers a prekindergarten class

Statute: [TEC §29.153 \(b\)](#)

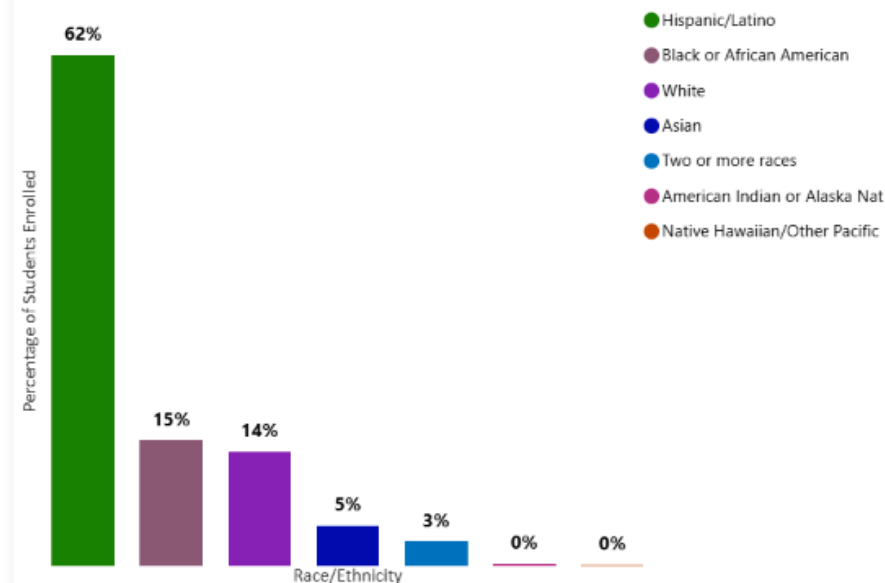
<https://tea.texas.gov/academics/early-childhood-education/prekindergarten/prekindergarten-registration-and-enrollment>

1. Prekindergarten Access and Enrollment

Public Prekindergarten Enrollment for 2024-25 School Year

Total Students Enrolled Ages 3 and 4 248,483	Economically Disadvantaged 201,391 (81%)	Emergent Bilingual (EB) 100,783 (41%)	Pre-K Median Class Size All Ages 17
Special Education 17,580 (7%)	Military Children 9,247 (3.7%)	Homeless 6,715 (3%)	Student-to-Teacher Ratio 17:1
Foster Care 1,841 (1%)	Female 125,089 (50%)	Male 123,394 (50%)	Student-to-Teacher Ratio with Instructional Aides 14:1

Public Prekindergarten Enrollment by Race/Ethnicity for 2024-25 School Year



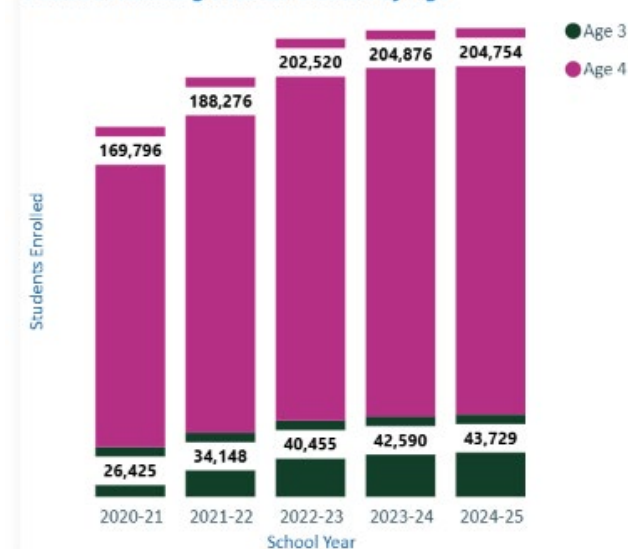
Public Prekindergarten Enrollment by Full or Half-Day Program and ADA Eligibility for 2024-25 School Year

Age	School Year	Student Instruction Type	2024-25					
			ADA Eligible		Not Eligible for ADA		Total	
			Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled	Students Enrolled	Percent Enrolled
Age 3	Full-day		31,485	78%	2,551	81%	34,036	78%
	Half-day		9,090	22%	603	19%	9,693	22%
	Total		40,575	100%	3,154	100%	43,729	100%
Age 4	Full-day		179,772	97%	16,705	90%	196,477	96%
	Half-day		6,394	3%	1,883	10%	8,277	4%
	Total		186,166	100%	18,588	100%	204,754	100%
Total	Total		226,741	100%	21,742	100%	248,483	100%
	Total		226,741	100%	21,742	100%	248,483	100%

Public Prekindergarten Enrollment by Funding Source for 2024-25 School Year

School Year	2024-25	
	ADA Eligible	Not ADA Eligible
Federal Funding	23,728	594
Foundation School Program	226,741	
Local District Share Funding	129,921	9,058
Other Funding	14,531	1,464
State Grant Funding	4,211	54
Tuition Fees	540	10,484

Public Prekindergarten Enrollment by Age



2. High-Quality Prekindergarten

TEA supports school systems to implement high-quality prekindergarten programs that include the following components:



Curriculum – high-quality instructional materials aligned to the Texas Prekindergarten Guidelines



Family Engagement - central to promoting children's development and supporting their academic achievement



Progress monitoring – supports educators in collecting and using assessment data to inform instruction



Program Evaluation - Continuous improvement is a hallmark of a high-quality prekindergarten program



Teacher Qualifications - confirms that teachers of young students are well prepared to carry out their important responsibilities



Student-Teacher Ratios - Consistently maintained effective teacher/student ratios allow LEAs to ensure that the needs of all students are met

Statute: [TEC, Subchapter E-1](#)

3. Early Childhood Special Education

Serving children ages 3-5 (not in kindergarten)

Early Childhood Special Education (ECSE) is a state and federally mandated program for young children with disabilities ages 3 through 5 and not enrolled in kindergarten. Eligible children with disabilities, are entitled to receive a free appropriate public education (FAPE) under the Individuals with Disabilities Education Act (IDEA) Part B, Section 619 in the least restrictive environment (LRE) in accordance with their individual needs. Children who meet eligibility criteria may receive ECSE services in a variety of settings such as a pre-kindergarten classroom, in the home, or in community settings such as Head Start and pre-school. In Texas, services for eligible children with disabilities ages 3-5 and not in kindergarten are provided free of charge through the public-school system.

The following initiatives represent a coordinated investment in strengthening Early Childhood Special Education across Texas. By improving educator understanding of ECSE students, reinforcing compliance with federal transition and outcomes requirements, and aligning cross-agency efforts, these projects help ensure young children with disabilities experience timely, seamless transitions and access to inclusive early learning environments. The work supports consistent, data-informed decision-making while reducing barriers to participation in the least restrictive environment. Together, these efforts advance a more cohesive, equitable, and effective early childhood system for Texas families and educators.

1. Strategic Plan Developed Under House Bill 2310
2. ECI to ECSE Transition: Essential Compliance and Best Practices Course
3. Child Outcome Summary (COS) Process Course

<https://tea.texas.gov/academics/special-student-populations/special-education/programs-and-services/early-childhood-special-education-ecse>

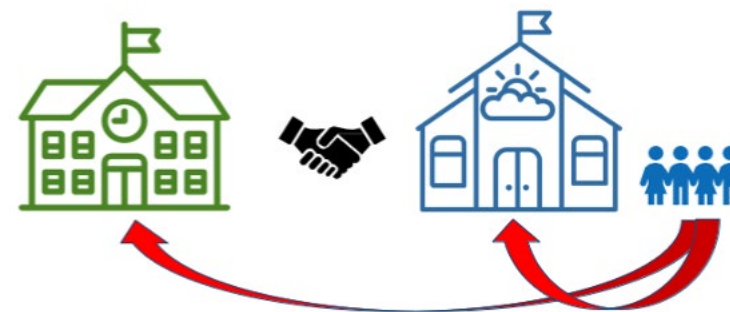
4. Public-Private Prekindergarten Partnerships

Public-private prekindergarten partnerships are collaborations between local education agencies (LEAs) such as school districts or open-enrollment charter schools, and private child care or Head Start programs. LEAs, and private child care or Head Start programs, may establish formal or informal partnerships based on enrollment and development activities. Partnerships are developed to reflect the needs of children and families, local resource availability, and community trends.

Public-private prekindergarten partnerships are encouraged because of the collaborative opportunities and benefits they foster. Providers must also meet solicitation, eligibility, and enrollment requirements.

Statute: [TEC, §29.171](#)

Statute: [TEC, §29.1533](#)



TEA prekindergarten initiatives focus on increasing the number of children who demonstrate kindergarten readiness in Texas

Public Kindergarten Enrollment for 2024-25 School Year

Total Students Enrolled	Economically Disadvantaged	Emergent Bilingual (EB)
359,851	227,821 (63%)	105,408 (29%)
Special Education	Military Children	Homeless
43,178 (12%)	6,015 (2%)	6,101 (2%)
Foster Care	Female	Male
864 (0.2%)	175,723 (49%)	184,128 (51%)

194,964 (54%) Kindergartners Attended Texas Public PreK in School Year 2023-24

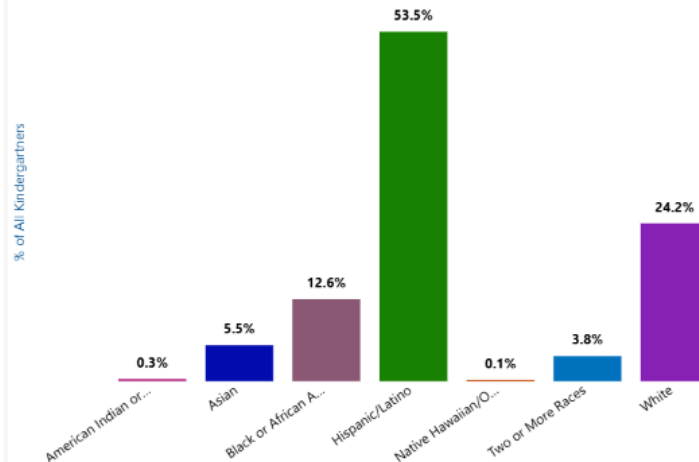
96,096 (27%) Attended Texas Public PreK for 80 or More Days

169,735 (47%) Attended Texas Public PreK in Same District

130,115 (36%) Attended Texas Public PreK in Same School

Note: Enrollment percentages are calculated using total students enrolled.

Public Kindergarten Enrollment by Race/Ethnicity for 2024-25 School Year



All Kindergarten Students

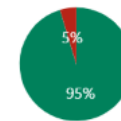
School Year	Students Enrolled	Students Assessed	Kindergarten Ready
2024-25	359,851	343,040	175,009

Attended Texas Public PreK for 80 or More Days in the Previous School Year

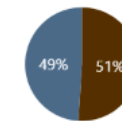
School Year	Students Enrolled	Students Assessed	Kindergarten Ready
2024-25	96,096	93,866	58,474

Public Kindergarten Readiness Assessments and Results for 2024-25 School Year

All Kindergartners

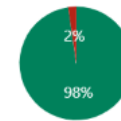


Assessed Not Assessed

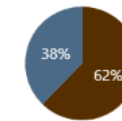


Kindergarten Ready Not Ready

Kindergartners Who Attended Texas Public PreK for 80 or More Days in the Previous Year

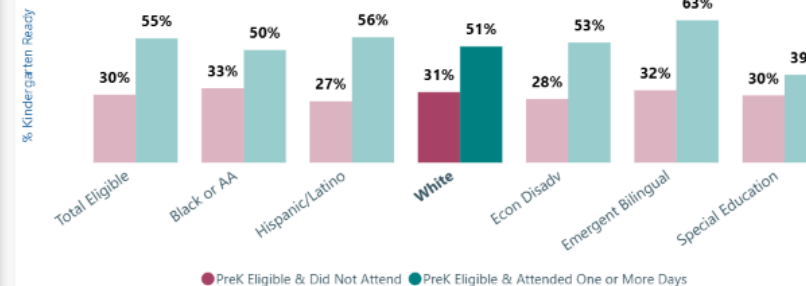


Assessed Not Assessed



Kindergarten Ready Not Ready

2024-25 Public Kindergarten Readiness for Public PreK Eligible Kindergartners by 2023-24 Public PreK Attendance





Questions?